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ABSTRACT

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to Spanish instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The guidelines, which describe learning objectives, teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, are grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. Development of students' expected mastery of the Spanish language and culture is traced in an outline of sequential language instruction programs. Emphasis is given to individualized instruction and the development of listening, speaking, reading, and writing skills. A bibliography and a list of sources of audiovisual and other instructional materials are appended. (CK)

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GUIDELINES FOR FOREIGN LANGUAGE EDUCATION IN THE SEVENTIES/**SPANISH**

The Office of the
Superintendent of
Public Instruction
State of Illinois
Michael J. Bakalis
Superintendent

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Instructional Services Section
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FOREWORD

The role of Foreign Language education in the United States is becoming vitally important in everyday living. Through the study of languages, students gain the rich experience of real communication with other human beings and an understanding of individual differences to the extent, perhaps, that no other discipline can offer. It prepares them with a mature response to the diversity of world cultures and the needs of our American pluralistic society. Learning language is learning people!

In an age when people are seeking identity and wishing to rediscover their roots, world communities are awakening to the necessity of learning about themselves, as well as the cultures and languages of their neighbors. To meet this challenge, educators should engage in bringing about a change in attitudes and emphases in foreign language education to insure its benefits to all Americans.

Guidelines for Foreign Language Education in the Seventies provides an opportunity for schools to participate in the Illinois experiment to coordinate language programs and implement the study of languages in the total curriculum at all levels of learning. This office is grateful to the various committees of Illinois foreign language teachers for their leadership and dedication in making these guidelines possible.

Michael J. Bakalis
Superintendent of Public Instruction

INTRODUCTION

Guidelines for Foreign Language Education in the Seventies was inspired by the need for change in foreign languages at a time when humanistic and educational values are being questioned. The philosophy that languages are best learned when begun in early childhood and continued over a span of years forms the basis for developing these guidelines which include all levels of the school system from kindergarten through grade twelve. As part of the continuum in foreign language studies, consideration was given to community colleges in an attempt to unify language programs at that level.

The new guidelines are designed to improve, expand and broaden the base of foreign language learning to meet present day needs. They provide for fully articulated and sequential programs in the languages most commonly taught in Illinois schools, French, German, Italian, Latin, Russian and Spanish, and were formulated by a committee of master teachers in each of these languages. They may serve to provide direction for colleges and universities which train teachers for the elementary, junior and senior high schools. Likewise, they may serve as a model for developing ethnic language programs in Illinois and may be used in continuing education programs. They are intended to establish a solid base for foreign language study as an integral part of the core curriculum.

The culture component which has been written into the guidelines will take students beyond the structure of the language they are

studying and will acquaint them with the habits, customs and values of the people in their everyday environment from historic times to the present. It offers an opportunity for cross-cultural studies in a pluralistic society and emphasizes the affective domain as well as the cognitive.

Much thought was given to suggested approaches in methodology. Emphasis is being placed on the psychological aspect of foreign language learning through individualizing instruction. The development of the student's talents and interests in acquiring the skills of listening, speaking, reading, and writing another language is a vital objective. The importance of second language learning for every child in the state and the benefits derived from it are clearly set forth in *A New Rationale for the Teaching of Foreign Languages in Illinois: A Humanistic View* which preceded the writing of *Guidelines for Foreign Language Education in the Seventies*.

New programs with insight into career education and personal enrichment are important to meet the current need for foreign languages in national and international relations. Teachers are encouraged to collaborate with their colleagues in other disciplines to develop programs which include the basics of language learning, pronunciation, functional grammar and vocabulary. These programs should be adapted to the particular course, and should be practical and sufficient for the student's needs.

For the enthusiastic teacher who is aware of the importance of foreign languages and sensitive to the needs of students, the new guidelines should provide incentive, motivation and opportunities for

creativity in foreign language study. It is hoped that creative teachers will introduce mini-courses to stimulate the desire for second language learning in students not enrolled in regular programs. Where there is team teaching in related subject areas, units for individualization of instruction may be included in learning activity packages designed to arouse interest and increase motivation for foreign language study.

At a time when Illinois is engaged in a national public relations program to bring foreign languages to the "market place," *Guidelines for Foreign Language Education in the Seventies* is a step in the right direction in bringing about change in foreign language education in Illinois. It is the firm belief of foreign language educators that the maturity of our country can be best demonstrated by the ability of its people to appreciate, understand and speak the languages of their forefathers and respect the languages and cultures of other peoples in the American mosaic.

SPANISH

K-6

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OUTLINE OF PURPOSES AND CONTENT FOR K-6 PROGRAMS

GRADES K-1

Purposes

- Introduce the sound system of a new language
- Form favorable attitudes toward a different culture

Content (The teacher demonstrates a simple activity while using the language. The child then imitates the teacher in action and in words.)

Kindergarten

- Greetings and farewells
- Simple phrases of courtesy
- Parts of the body
- Animals
- Children's names in the target language
- Simple actions: stand, sit, run, walk
- Games, songs, holiday celebrations that emphasize the culture

Grade 1

- Review of kindergarten presentation
- Family members
- Days of the week
- Simple numbers 1-10
- Pets
- Articles of clothing

- Class activities: draw a picture, go to the board, put on coats, etc.
- Games, songs, etc. to build culture

GRADES 2-5

Purposes

- Learn structure through dialog
- Get acquainted with the culture of the language

Content (These materials may be presented more as conversation in contrast to activities in K and grade 1. Culture and structure may be combined, for example, by the use of puppets, pictures and dolls.)

Grade 2

- Review of activities practiced in K and grade 1
- Concepts of weather and time of day
- Family members in addition to the immediate family, for example, grandparents, to develop concept of old and young
- Additional activities: jumping rope, playing various games, making a snowman and other seasonal games
- Numbers 10-20
- Days of the week
- School activities such as arriving at school, eating lunch, going to the playground, crossing the street, returning home

Grade 3

- Review of all preceding work
- Clothing--types, colors
- Animals--domestic and farm
- Food (general)--meats, fruits, vegetables

- Review of numbers to 100
- Simple arithmetic: addition, subtraction
- Parts of the house
- Months and seasons
- Additional weather expressions
- More use of special verbs
- Family members--beyond the immediate family
- Telling time
- Concepts of size and quality, right and left

Grade 4

- Review of preceding work
- Simple arithmetic: multiplication and division
- Ordinal numbers 1-10
- Activities in the home: getting up, meals, radio and television, household chores, going to bed
- Simple geography: rivers, mountains, cities, etc. in the homeland and in the foreign country
- Concepts of position and space: up, down, in front of, behind, over, etc.
- Foods (specific)--native and those of the target culture
- Dates: how to express the date, dates to remember--special celebrations, birthdays
- Transportation: plane, bus, car, train, truck, bicycle

Grade 5

- Review of preceding work
- Simple reading and writing in the target language
- Geography: study of countries where the target language is spoken--rivers, oceans, lakes, capitals

- Cities--schools, church, location, size, population, museums
- Directions in Spanish--employing command forms of verbs
- Conversations: sports, weather, school activities, family, vacations, etc.

GRADE 6

Purpose

- Introduce more formal pattern drill with emphasis on grammatical structure

Content (Use variations of pattern drills involving repetition and substitution.)

- Review of preceding work
- Continuation of reading and writing in the target language
- Study of the history of the country or countries where the target language is spoken
- Study of great men and women of Spanish-speaking countries

Suggested Activities for K-6

Grades K-1

- Identification of objects by use of simple properties such as puppets, paper dolls, flannel cutouts
- Use of facial expressions, gestures (on part of teacher) to portray meaning
- Class may indicate understanding through nonverbal responses such as pointing to appropriate objects, performing simple actions, etc.
- Class may then repeat the words or expressions, first in large then small groups, followed by individual response

Grades 2-5

- The teacher moves from simple imitation to more complex

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involving basic dialogs and variations of the dialogs.

- Board illustrations, drill cards, wall charts, pocket charts, etc., are effective in associating the spoken word with its visual equivalent.

- Crossword puzzles, worksheets and coloring sheets can be used in teaching the writing skill, starting with the simplest linguistic skill and proceeding in order of difficulty: listening, speaking, reading and writing.

Grade 6

- Formal drills are introduced with emphasis on various types of grammatical structure. The class may see this drill but should practice it without reading.

- Writing may involve words or parts of the pattern drill with appropriate substitutes. Brief reports (oral or written) may be given on familiar materials.

- Listening and speaking continue to receive the high percentage of emphasis with reading and writing only to a small degree.

Throughout the entire elementary program the following general activities bring good results:

- Identification of the student with the target culture: Spanish names, costumes, celebration of special days, visits to the country via films or native speakers, native dances, games illustrating vocabulary involving numbers, animals or colors.

- Music: songs from the target culture as well as familiar ones translated into Spanish.

General Criteria

In planning a curriculum to meet the needs of the students the teacher should be guided by the following principles:

- The sounds of the language should be native or near native

- The vocabulary should consist of commonly used words

- The material presented should become gradually more

- The subject matter should have an appeal to younger children and should be constantly reviewed.
- The target language (Spanish) should be used from the beginning.
- After the students have been trained to listen and to speak, then they should become involved in simple reading and writing.

Evaluation Process

Oral evaluation is of necessity subjective. The teacher must pay close attention to pronunciation, intonation and pacing of the spoken language.

- Questions and answers
- Description of an object or picture
- Taped material by the students

Written evaluation may be done to determine mastery of certain specific items and general comprehension. The following types of items can be considered:

- Matching
- Identification of pictures by numbering as dictated by the teacher
- Coloring of pictures to test colors
- Filling in blank clocks with times dictated by the teacher
- Indicating which item does not belong in a list of four items
- Multiple-choice answers to a question
- Completion of sentences
- True-false items

Teaching Strategies

- Presentation by teacher or cadet teacher
- Presentation by student teacher

- Presentation by puppets
- Presentation by tapes
- Presentation by group or groups of students
- Presentation by Spanish-speaking child from school or community
- Presentation of animate and inanimate objects
- Presentation of cultural minidramas written by teacher, cadet teacher, or students
- Articulation of Spanish program with other areas of the curriculum, such as music, art, or social studies, and team teaching with teachers in this area

LEARNING OBJECTIVES AND ACTIVITIES FOR K-6 PROGRAMS

LISTENING

General Learning Objective: The student should develop an interest in listening with understanding to Spanish being spoken in a controlled atmosphere.

Specific Learning Objectives

The student should be able to:

- Distinguish the different sounds, rhythmic patterns and pacing of Spanish
- Demonstrate by actions that he understands certain commands
- Explain briefly in English the content of spoken material
- Understand, within a controlled vocabulary, certain phrases, commands and idiomatic expressions
- Understand short narratives and dialogs with a limited vocabulary and limited grammatical structures
- Develop the self discipline required for concentration on listening

Suggested Activities

- Listen while watching the model speaker.

- Use tapes, records, movies for extended listening reinforcement.

SPEAKING

General Learning Objective: The student should seek out opportunities to want to express on his own the controlled vocabulary and structures presented in the classroom.

Specific Learning Objectives

- The student should be willing to mimic with enthusiasm the sounds, intonation and rate of speech of the model speaker.
- The student should be willing to practice in unison, in a small group and individually until the responses are natural and automatic.
- The student should be able to comprehend material and to produce a meaningful response, using controlled vocabulary and structure.
- The student should be able to demonstrate mastery of the material presented by volunteering responses related to his daily activities.

Suggested Activities

- Respond correctly to questions.
- Practice forming questions.
- Identify vocabulary items presented.
- Make descriptions.
- Participate in dialogs and conversations both teacher-patterned and original.
- Dramatize.
- Sing and recite poems, tongue twisters, and rhymes.

READING

General Learning Objective: The student should develop an association between the oral and graphic representation of language within the context of his controlled speech patterns.

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Specific Learning Objectives

- The student should recognize the graphic representation of the Spanish sound system.
- The student should be able to read familiar material orally with clarity, proper intonation, expression and comprehension.
- The student should be able to read familiar material silently with comprehension.
- The student should be able to recognize the significance of punctuation marks.
- The student should be able to explain briefly in English the content of the written material.

Suggested Activities

- Memorization of Spanish alphabet
- Basic phonetic training
- Reading sounds, words, sentences and paragraphs in a sequential manner

WRITING

General Learning Objective: Due to program development and student maturity, writing as a skill is limited at this level to copying familiar material. There would be minimal, if any, instruction in writing as a skill.

CULTURE

General Learning Objective: The student should develop an open-minded attitude about other peoples and their ways of life and how they compare with his own.

Specific Learning Objectives

- The student should develop a knowledge of the similarities and differences between Spanish-speaking people and the people of the United States.
- The student should develop an understanding of the fact that the Spanish-speaking cultures have had an influence on history, literature and art.
- The student should be exposed to the Spanish-speaking

cultures and the identifying traits of each.

- The student should express a desire to seek out supplementary cultural material.
- The student should experience direct involvement with Spanish-speaking people in business, education and in the community.

Suggested Activities

- Songs
- Games
- Observance of holidays
- Poems
- Stories which reflect Spanish-speaking cultures
- Realia
- Films, filmstrips
- Plays
- People
- Field trips
- Book reports
- Projects

SUGGESTIONS FOR BASIC MATERIALS AND ACTIVITIES

Young children are by nature very self centered. The key to success in teaching foreign languages to elementary school youngsters is, therefore, adapting the material to their interests and surroundings. They cannot deal in abstracts, but rather are best able to grasp material that is immediate, tangible and present in their environment.

BASIC CONVERSATIONAL MATERIAL TO BE USED ON A DAILY BASIS

- Greetings and salutations
- Name, age, and other personal facts
- Days, months, seasons

Activities

- Repetition
- Use in sentences
- Identification of pictures and transparencies
- Answering questions
- Song--"Tomados de las manos" (seasons)
- Poem--"En enero hace frío" (months)
- Game--"Concentración" (names)

NUMBERS

- Names of the numbers in Spanish
- Counting and using numbers in sentences

Activities

- Listen to model pronunciation of the numbers being presented
- Repeat the numbers
- Count one by one
- Identify numbers out of numerical order
- Count objects
- Write graphic sign from dictation
- Play games--"Estoy pensando en un número"
  "Around the World"
  "Tic-Tac-Toe"
  Relay races
- Sing song--"Diez inditos"

Materials

- Flashcards of numbers and arithmetic facts
- Objects to count

COLORS

- Words for the colors in Spanish
- Ability to use the words in sentences (Introduction and practice of Spanish noun-adjective agreement is necessary.)

Activities

- Listen to model pronunciation of the colors being presented
- Repeat the colors
- Identify colors
- Practice noun-adjective agreement
- Describe pictures, children in the class or objects in the classroom

CLOTHING AND PARTS OF THE BODY

- Names for pieces of clothing and parts of the body
- Reinforcement of colors and noun-adjective agreement

Activities

- Identification and description of pictures and people
- Questions and answers about clothing and parts of the body
- "Toquen" (The teacher says "toquen" and says a part of the body. The children must touch what the teacher says, not what is touched.)
- "Simón dice"
- "Estoy pensando"---"I am thinking of a person"--and at this time describe a pupil by color of eyes and hair.
- "Detectivo" (One person, the detective, leaves the room. When he returns, he questions others until he determines which person is "the criminal.")
- Relays--two teams whose representatives at the board draw pictures of objects dictated by the teacher.

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- Trace children on butcher paper, and as they learn each part of the body they can put it on the picture.

Materials

- Flannelboard
- Flashcards
- Transparencies--commercial and teacher-prepared

ANIMALS

- Names for animals and the sounds they make
- Vocabulary pertaining to farms, zoos and jungles

Activities

- Identification and description
- Narratives in the form of riddles to identify animals
- Game--"Lo tengo" (a form of picture lotto)
- Songs--"Vengan a ver mi chacra"
  "Viejo Pepe" (tune of "Old McDonald had a Farm")

Materials

- Flannelboard
- Flashcards
- Transparencies--commercial and teacher-prepared

WEATHER

- Basic structures to describe the weather
- Negative construction
- (Should be included in conversation every day)

Activities

- Identification, using pictures, filmstrips, transparencies or the actual weather

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· Poem--"En enero hace frío"

TELLING TIME

· Number practice

· Structure of sentences to tell time

· Conversation relating to times of the day

Activities

· Riddle: Ando y ando pero siempre estoy aquí. No tengo ojos, no tengo nariz, no tengo boca, pero tengo manos. ¿Quién soy?

· Poem--"A las siete me levanto"

· Races to draw time on clocks on the blackboard

· Use of large clock to demonstrate the structure for telling time, with teacher and/or students doing the questioning

· Dramatization of the above-mentioned poem

· Use of small clocks which children set to answer questions or in answer to dictated time

· Games: "Lo tengo" and "Tic-tac-toe"

MEALS AND FOOD

· Vocabulary pertaining to meals and food

· Review of time and numbers

· Verbs pertaining to meals and food

Activities

· Setting the table and describing items used

· Identifying names of foods, using pictures, empty packages or plastic fruit and vegetables

· Conversation with settings in markets and restaurants

· Games: "Corre la bola"
"Lo tengo"
"Cuál no pertenece?"--show pictures of

four objects. Students say which does not belong with the others.
"Concentración"--Twenty numbered envelopes contain pairs of pictures of table objects and two wild cards. Teams alternate in trying to match and name objects for points. A match entitles team to another consecutive turn. This may be played by the class as a whole or with individuals.

- Cutting out pictures of favorite meals and describing them
- Ordering from restaurant menus written in Spanish
- Preparing menus or lists of daily meals

THE CITY

- Vocabulary pertaining to the city, eg., buildings, modes of transportation
- Names of stores, salesmen and items sold (word families)
- Verbs used to describe activities in the city

Activities

- Identify vocabulary, using pictures, transparencies, filmstrips
- Make a mural of a city--add objects and learn words in Spanish
- Describe a walk through a town using a street map
- Take field trips to Spanish-speaking areas of your city or a nearby city, if possible
- Dramatize scenes set in restaurants, stores, buses or streetcars
- Play games such as "Lo tengo," "Ahorcado," "Hacer la maleta," and "Cuál pertenece?"
- Work with the poem "La luz de tráfico" (Hablan más los niños, p. 156)
- Listen to a narrative about shopping and answer

questions as a check on comprehension

CULTURE

- Knowledge of Spanish-speaking countries and the people who inhabit them
- Knowledge of customs and ways of life that are different from those of the United States

Activities

- Gestures and how they add to communication in Spanish
- Vocabulary in Spanish used for geographical terms, e.g., river, lake
- Important place names and discussion of their location
- Movies, filmstrips and slides
- Realia
- Personal experiences
- Authentic songs, dances, games, poems
- Completion of outline maps of the Spanish-speaking areas of the world
- Reports and projects about Spanish-speaking countries
- Bullfighting
- Discussion and observance of holidays typical of Spanish-speaking countries: Independence Days in Mexico, Central and South America, All Saints Day, Christmas (songs, plays, piñata parties, cards), New Year's Eve (custom of the twelve grapes), El día de los reyes (roscas de reyes), Pan American Day, Semana Santa, Fiesta de San Fermín

SUGGESTIONS FOR INDIVIDUALIZED INSTRUCTION

The degree of individualized instruction for the K-6 group may depend on school policy as well as the assistance and materials available to the teacher and students. Pupils may

work in large groups, small groups, pairs or alone. Activities suitable to individualized instruction include: cultural topics for reports, activities that are usually assigned to be performed or completed within a certain time allotment, activities based on familiar material, peer group instruction and practice with tape recorder or language master in listening and speaking, which are the primary goals at this level. Opportunities should be afforded the children to be creative and to add something original to the unit being studied.

SPANISH

7-8

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LEARNING OBJECTIVES AND ACTIVITIES FOR GRADE 7

Listening

- A student should acquire a positive attitude toward listening to Spanish so as not to "turn off" conversations he cannot understand. He should be sufficiently motivated to listen for general content when material is too difficult for understanding specific details. He should seek out listening experiences.

  Keep a checklist for time spent and activities a student himself has done, e.g., attend Spanish movies, listen to Spanish radio programs, watch Spanish T.V. programs, listen to private conversations between native speakers in stores or on buses, listen to Spanish tapes, records, and visit Cuban, Mexican, Puerto Rican communities for listening experiences.

- A student should be able to get general meaning from Spanish spoken distinctly and slowly on a topic using structure and vocabulary with which he is familiar.

  Write or give oral summaries in English on tapes, dialogues, radio programs, movies, television programs, records.

  Write or orally answer questions in English on tapes, dialogues, radio programs, etc.

- A student should be able to respond to commands.

  Act out commands, pantomime commands, games using commands, e.g., Simón Dice, directed dialogues, student-to-student practice using commands, respond to daily classroom commands.

Speaking

- A student should be sufficiently motivated to want to express himself in Spanish and be willing to seek out opportunities to do so.

  Keep a checklist of speaking activities a student himself has instigated or encountered, e.g., order a meal in a Spanish restaurant, purchase food in a

Spanish grocery, give directions or information to Spanish-speaking people, use Spanish while visiting Spanish-speaking neighborhoods, teach Spanish to younger brothers, sisters, children in the neighborhood.

- A student should be able to imitate Spanish sounds.

  Repeat after the teacher, tapes, records; use intensive oral phonics drills in class or language lab.

- A student should be able to describe objects and situations using familiar grammar and vocabulary.

  Tell about pictures, objects, experience stories, slides, filmstrips, movies, flannel-board objects, overhead projector transparencies.

- A student should be able to ask and answer questions using familiar grammar and vocabulary.

  Oral practice: Conversations with teacher, peers; interviewing resource people, Spanish-speaking students. Use of directed dialogues and question-answer skits.

Reading

- A student should be willing to actively pursue a variety of reading materials in Spanish.

  Keep a checklist of reading activities that a student himself pursues, e.g., subscribe to and read Spanish magazines, newspapers, comic books. Read Acción Rápida or Spanish sections of local newspapers. From school and public libraries check out children's books.

- A student should be able to pronounce written Spanish and read familiar material aloud well enough so that others can get meaning from his oral reading.

  Read, using textbooks, readers, dialogues, letters, poems, tongue twisters. Use tape recorder and language master for practice. Use phonics and oral reading materials.

- A student should be able to silently read familiar material for information and be able to summarize in English what he has read silently.

- A student should be willing to read for "general" infor-

mation if the material is too difficult for him to get "specific" information, realizing that word-for-word translation into English is not essential in order to gain meaning through reading.

Use timed silent readings followed by questions to check for general comprehension.

Writing

- A student should be willing to communicate by writing and should be sufficiently motivated to seek out opportunities to do so.

  Keep a checklist of the writing activities a student himself does, e.g., write to a pen pal, write Spanish articles for the school newspaper, write simple Spanish books for the school library, write invitations and thank-you notes to class visitors, keep a diary.

- A student should be able to write correctly anything in his active vocabulary as well as unfamiliar Spanish words.

  Use dictations, spelling tests.

- A student should be able to write original sentences and simple paragraphs using familiar constructions so that they may be comprehended by others.

  Write controlled compositions, guided compositions, free compositions, stories, letters, diaries, dialogues, summaries, invitations, simple articles for the school newspaper.

Culture

- A student should have developed an open-minded, positive, inquisitive attitude toward peoples, cultures and customs that are different from his own.

  Keep a list of instances in which open-minded, positive, inquisitive attitudes are displayed, e.g., helping new foreign students at school, cooking a foreign food, learning another language, participating in community "foreign culture" activities.

- A student should be willing not to "jump to conclusions" about other cultures.

Keep a list of prejudicial statements heard during the school year about people of other cultures.

- A student should be able to explain representative Hispanic cultural patterns, e.g., family relationships, holidays.

- A student should be able to explain some specific Hispanic cultural patterns, e.g., bullfights in Mexico, serenos in Spain, gauchos in Argentina.

- A student should be able to use common Hispanic gestures, facial expressions and body motions.

- A student should be able to demonstrate knowledge of present and past Hispanic influence in the United States, i.e., Chicano, Puerto Rican, Cuban.

In implementing the learning objectives for teaching culture, the teacher is advised to use the following resources, techniques and activities: field trips, slides, filmstrips, realia, research reports, projects, plays, resource people, exchange students, music, songs, dances, proverbs, riddles, classroom visitors, mini-dramas, culture capsules, magazines, newspapers, comic strips, use of Spanish for daily classroom activities, and so forth.

Grammar

- A student should be motivated to use Spanish correctly and should open-mindedly accept grammar patterns appropriate for Spanish.

- A student should be able to comprehend, speak, read and write the following grammar concepts:

Infinitives and present participles (regular)

Expressions with infinitives

Present tense

Present progressive tense

Formal commands

Preterite (regular and common irregular)

Imperfect (regular and irregular)

Negation and double negatives

Definite and indefinite articles

Contractions with definite articles

Agreement and position of adjectives

Common apocopated adjectives (buen, mal, algún, gran)

Demonstrative adjectives

Possessive adjectives

Comparative adjectives and adverbs

Common interrogative words and word order in questions

Formation of " -mente" adverbs

Subject pronouns

Direct object pronouns

Indirect object pronouns

Reflexive pronouns

Prepositions

Personal "a"

Cardinal numbers

Conjunctions (pero, o, ni, y)

Common idiomatic expressions

Ser and estar

Gustar

Hay and había

Special high-frequency vocabulary, e.g., clothing, parts of the body, weather, colors, time, dates, furniture, food, travel, family, house, school, geography, city, calendar, directions, sports, animals

In teaching grammar the teacher is advised to make use of the following: flash cards, teacher explanation, oral drill, programmed instruction, learning packets, written exercises, transparencies, verb charts, verb tense crossword puzzles,

peer group teaching, pictures, verb conjugations, filmstrips, textbooks, tapes, worksheets, workbooks, records, pantomime, plays.

Resource Materials

Basic:

Primera Vista--Ginsburg, Ruth R. and Nassi, Robert J. Boston, Mass.: Allyn and Bacon, Inc., 1964.

Usted y Yo--Sacks Da Silva, Zenia. New York, N.Y.: Macmillan Company, 1969.

Hablan los Niños
Hablan Más los Niños--Bishop, Dorothy Sword. Skokie, Ill.: National Textbook Company, 1968, 1971.

Supplementary:

Cuentecitos--Pittaro, John M. New York, N.Y.: Regents Publishing Co.

Occupation Flash Cards--Allentown, Penn.: Wible Language Institute.

Card Games--New York, N.Y.: Gessler Publishing Co.
- Los Deportes
- Juego de las 7 Familias
- Juego de los Uniformes
- Señales del Tráfico

Así Escribimos--Mohrman, Alice Arlene. Skokie, Ill.: National Textbook Company.

Workbook in Spanish First Year. New York, N.Y.: Amsco School Publications, Inc.

¿Qué Tal? (Magazine published monthly). Englewood Cliffs, New Jersey: Scholastic Magazines, Inc.

Cinco Comedias--Thompson, Corrie. Skokie, Ill.: National Textbook Company.

Mi Primera Fonética--Bishop, Dorothy Sword and Mohrman, Alice Arlene. Skokie, Ill.: National Textbook Company.

Horas Encantadas--Coughran, Mabel H. Skokie, Ill.: National Textbook Company.

Comedias Interpretadas--Duniway, Katherine. Skokie, Ill.: National Textbook Company.

Vamos a Cantar (Record)--Allentown, Penn.: Wible Language Institute.

A Visual Grammar of Spanish (Manual of Instructions and Posters). Geneva, Ill.: Houghton Mifflin Company.

Audio-Visuals

The Holt "YA VAMOS" Film Series--New York, N.Y: Holt, Rinehart and Winston, Inc.

1. A México
2. A Chapultepec
3. Al Desfile

La Vida Urbana--Chicago, Illinois: International Film Bureau, Inc.

El Perico--Studio City, California: Sigma Educational Films.

The Day Manolete Was Killed--Wilmette, Illinois: Films Incorporated.

Felipa: North of the Border
Miguel: Up from Puerto Rico--Learning Corporation of America.

Mexican-American Heritage and Destiny--California: Handel Film Corporation.

Laguna Language Series (Fairy tales in Spanish) Record, Filmstrips--Buffalo, New York: Kenworthy Educational Service, Inc.

LEARNING OBJECTIVES AND ACTIVITIES FOR GRADE 8

Listening

Learning Objectives

- Within the context of the material presented and keeping in mind the maturity level of the pupil, a student should be able to get general meaning from Spanish spoken distinctly and relatively slowly on a topic using structure and vocabulary with which he is familiar.
- A student should be able to respond to commands.
- A student should be able to summarize in English what he has heard in Spanish.
- A student should be able to answer questions (in English) concerning material he has heard.

Activities

- Listen to tapes, records, teachers, resource people, radio, television, movies.
- Act out commands, pantomime, play games such as Simón Dice, and use directed dialogs, student-to-student practice, daily classroom commands.
- Write or give oral summaries of tapes, dialogues, radio programs, movies, television programs, records.
- Answer orally or in writing questions on tapes, dialogues, radio programs.

Evaluation

- Test listening comprehension by requesting the student to carry out specific instructions such as sitting down or closing his book.
- Show three or four pictures and have the student indicate the pictorial situation in which the recorded conversation would most likely occur.

Speaking

Learning Objectives

- A student should be able to imitate Spanish sounds with a near-native pronunciation.

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- A student should be able to ask and answer questions using familiar grammar and vocabulary.

- A student should be able to describe objects and situations using familiar grammar and vocabulary.

Activities

- Repeat after the teacher, tapes, records. Use intensive oral phonics drills, in-class language labs.

- Converse with teacher, peers, resource people. Participate in directed dialogues.

- Tell about pictures, objects, experience stories, slides, filmstrips, movies, flannel-board objects, transparencies.

Evaluation

- Adapt structure drills used in class in giving directed speaking tests, e.g., transformation drills involving number, negation, interrogative forms or tense shift.

- Test speaking by using a visual chart of actions, places and things as triggering devices.

Reading

Learning Objectives

- A student should be able to pronounce written Spanish.

- A student should be able to read familiar material aloud well enough so that others can get meaning from his oral reading.

- A student should be able to read silently familiar material for information and be able to summarize in English what he has read silently.

Activities

- Use of phonics drills, oral reading.

- Reading, using textbooks, readers, dialogues, letters, poems, tongue twisters. Using tape recorder and language master for practice.

- Silent reading practice followed by questions to check for comprehension.

Evaluation

- Test reading of recombined material by true-false items, completion items, and statement and rejoinder items.
- Have student summarize orally or in writing in Spanish the content of the reading passage.

Writing

Learning Objectives

- A student should be able to write correctly anything in his active vocabulary.
- A student should be able to write correctly unfamiliar Spanish words.
- A student should be able to write original sentences and simple paragraphs using familiar constructions so that they may be comprehended by others.

Activities

- Take dictations, spelling tests.
- Write controlled compositions, guided compositions, free compositions, stories, letters, diaries, dialogues, summaries, invitations, simple articles for the school newspaper.

Evaluation

- Have student take full dictation from previously studied material or write a paraphrase of the material.
- Have student use dehydrated clauses in finishing sentences or have him construct whole sentences after providing model sentences and sets of elements to be incorporated into similar sentences.
- Have student read a passage in the present tense and re-write it in past time.

Culture

Learning Objectives

- A student should be able to explain representative His-

panic cultural patterns, e.g., family relationships, holidays.

- A student should be able to explain some specific Hispanic cultural patterns, e.g., bullfights in Mexico, serenos in Spain, gauchos in Argentina.

- A student should be able to use common Hispanic gestures, facial expressions, and body motions.

- A student should be able to demonstrate knowledge of present and past Hispanic influence in the United States, i.e., Chicano, Puerto Rican, Cuban.

Activities: Use of field trips, slides, realia, filmstrips, research reports, projects, plays, resource people, exchange students, music, songs, dances, proverbs, riddles, classroom visitors, mini-dramas, culture capsules, magazines, newspapers, comic strips, use of "classroom as a cultural island" with daily classroom routine involving gestures and expressions of politeness.

Evaluation

- Test understanding of cultural differences by having the student indicate whether the action or behavior is typical or non-typical.

- Have student select the most appropriate explanation for the action described.

- Test history of civilization by multiple-choice items.

Grammar

Learning Objectives and Activities: (Please refer to the "grammar section" for Grade 7.)

SPANISH

9-12

SPANISH (GRADES 9-12)

These guidelines are designed to meet the needs of every student at all levels of ability. The teacher will determine the appropriate point at which to begin her particular class. Techniques and materials will necessarily vary according to the ability of individual classes.

The time allotment for the development of each learning objective should be determined by the teacher and student based on factors such as age and interest level, ability, length and degree of difficulty of the material and individual goals. Mastery levels for the learning objectives will need to be determined according to the ability levels of the students.

Statement of Steps

- It is generally agreed that it usually takes two steps to complete four years of language learning.
- A step is not synonymous with a specific period of time, but with continuous individual student progress.
- The individual teacher will determine at each point the quality of performance which will permit the student to continue to each successive step.

Purposes

- The learning objectives are based on the learning of all four basic skills--listening, speaking, reading, and writing.
- The learning objectives are written from the role of the learner.
- The student should be given an orientation period upon learning a new language. He should be given the reasons for learning the language as well as various techniques for doing so. In fact, each assignment should be accompanied by suggestions as to how to do it.
- During the language learning experience, the student should:
    - Have contact with ideas outside his native lan-

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guage

- Develop an awareness of values other than his own
- Develop an awareness of other social structures
- Develop a proficiency in communication
- Acquire a physical discipline in linguistic expression

First Step (Grades 9-10)

Listening and Speaking

Learning Objectives: The student understands Spanish as it is spoken by native speakers in situations similar to his own experience and speaks in a manner understandable to them, within the range of vocabulary and structures familiar to him. This includes recognition of cognates and the understanding of gestures and other paralanguage.

The student understands and expresses himself with accuracy in the following situations:

- Greetings, farewells and introductions
- Weather and seasons
- Numbers, dates, telling time
- Colors
- Statements about self: physical description (including parts of the body), age, occupation, health
- Descriptions concerning family, relatives, friends, school, home
- Shopping for food, clothing and other personal needs
- Conversing by telephone
- Ordering a meal
- Securing lodging and travel accommodations
- Summarizing or answering questions on material previously heard or read
- Simple role playing

· Discussing current events

Suggested Activities

· Student discriminates among sounds (via minimal pair drills, checking of "same" or "different"), produces the sounds, and moves toward internalization.

· Student comprehends meaningful utterances, e.g., listens to recorded dialogs, live interviews on television, or sound tracks of films. (The student may listen to a sound track via a tape which the teacher has prepared in adapting a movie or filmstrip to his individual ability, interest and motivation. The tape may also serve to encourage the student to express his own personal opinion.)

· Student acts out a situation described orally, e.g., he reacts to a series of commands centered around a theme, which could be a cultural one.

· Student practices aloud with partner(s) any oral memorization for the next day.

· Student acts out the dialog or parts of the dialog in front of the class.

· Student responds to personalized questions based on the dialog, carries on a dialog as directed by the teacher and/or paraphrases content of dialog in narrative form.

· Student responds to various structure drills as an individual and/or group participant. (Student demonstrates his understanding of the grammar point learned either inductively or deductively by applying the generalization in his responses to structure drills or in expressing his opinion.)

· Student formulates questions to be answered by peers or the teacher.

· Student creates dialog or narrative using familiar vocabulary and structures when given a conversation stimulus either oral or visual.

· Student memorizes, recites and discusses contemporary poetry.

· Student participates in playing games and singing.

· Student participates in simple discussions (possibly with cultural emphasis) of television and radio pro-

grams, readings, films, recordings, news.

Evaluation

- Test listening by multiple-choice, body-movement, drawing and picture items.
- Test pronunciation, intonation and stress through mimicry, memorization, oral and visual cues as well as through reading and written tests.
- Test pronunciation, intonation and fluency by having groups of students hold a conversation in front of the class.
- Test speaking by using a visual chart of actions, places and things as triggering mechanisms.
- Test speaking by asking personal questions (health, age) and questions of a general nature (weather, time).

Reading

Learning Objectives: The student reads with accuracy in comprehension passages containing the active and passive vocabulary and principal grammar concepts already learned. He reads material that recombines previously learned material, and he starts to read specially written material that introduces vocabulary and grammar progressively.

Suggested Activities

- Student associates sounds and symbols by reading aloud with correct pronunciation previously memorized dialogs or narratives from an overhead transparency.
- Student reads the same materials with successive changing of single vocabulary items until the whole passage has been changed.
- Student reads recombination paragraphs aloud from which dictation will be taken the next day.
- Student reads intensively in class short readings of strictly controlled difficulty.
- Student reads from newspapers and magazines selected articles on subjects ranging from ecology and advice to the lovelorn to smoking and careers.
- Student learns in class how to read extensively materi-

als containing cognates and new vocabulary and structural items in context, and through inference comprehends the main points.

Evaluation

- Test reading comprehension by multiple-choice items, true and false items and appropriate-inappropriate items.
- Have student summarize orally or in writing in Spanish the content of the reading passage.
- Have student paraphrase in English the very difficult reading passages in Spanish.

Writing

Learning Objectives: The student copies accurately previously learned material and writes with guidance variations of many patterns. He writes familiar sentences from dictation and answers in writing simple oral questions. He writes a guided paragraph of five to eight sentences and summarizes in controlled writing material read and discussed. He writes an original paragraph of five or six sentences describing a situation familiar to him.

Suggested Activities

- Student copies familiar material.
- Student writes dialog lines or narrative from memory.
- Student fills in "spot" dictation.
- Student takes full dictation of the more difficult familiar material.
- Student writes exercises involving manipulation of number, gender, word order, replacement, negation, interrogation, command, comparison, possession.
- Student does directed writing for homework, e.g., he rewrites a model paragraph, changing person and/or tense, the familiar to the formal.
- Student does string of words writing, expands by making additions to structures.
- Student formulates questions which could elicit responses provided by the teacher.

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- Student rewrites dialog in narrative form or narrative in dialog form.

- Given oral or visual stimuli, student writes a simple paragraph.

- Given a general theme, the class works as a team to provide sentences which the teacher or a student writes on the overhead transparency.

- Student reads selected culture article dealing with everyday life and writes a brief summary.

- Student takes dictation from specially prepared and/or selected tapes designed to meet individual needs.

Evaluation

- Have student take partial or spot dictation by filling in blanks as a passage is read.

- Have student take full dictation from previously studied material or write a paraphrase of that material.

- Direct student to write sentences, using simple or multiple substitution involving verbs, adjectives and articles or modification of the new element. Use replacements (e.g., noun or phrase with the appropriate pronoun) or transformations (number, tense, voice, mode, negative, interrogative) as test items. Give student two independent statements and have him join them into one complex or compound sentence. Have the student supply either question or answer in question-answer items for which you have suggested the proper response.

Second Step (Grades 11-12)

Listening and Speaking

Learning Objectives: The student understands Spanish as it is spoken by native speakers in situations from a variety of human experiences and speaks in a manner understandable to them, within the range of vocabulary and structures learned. This includes recognition of cognates and the understanding of gestures and other paralanguage.

The student understands and expresses himself with accuracy in the following situations:

- Discussing topics such as government, history, education, biography, illness, marriage, money management.

- Giving and receiving directions for traveling
- Giving and receiving instructions for constructing an article or manipulating mechanical objects.
- Retelling essential ideas from a radio or television newscast
- Discussing films and documentaries
- Discussing in-depth content of short stories, plays, novels, magazine and newspaper articles

Suggested Activities

- Student listens to a variety of selected materials on several topics to develop awareness of differences between standard speech and dialects and to distinguish nuances of meaning with different stress and intonation patterns.
- Student listens to recordings prepared by speakers from different Spanish-speaking countries in addition to those which accompany his textbook.
- Student expresses ideas orally using appropriate grammatical forms and word order characteristic of the spoken language.
- Student makes utterances of increased length and speed in sustained talk, e.g., in conversations, reports, summaries.
- Students interview one another with respect to their hobbies. (Information gathered here may help the teacher individualize the reading of her students.)
- Student teams with others to act out simulated situations, e.g., at the travel agency, at the market, or selected short plays with culture content.
- Student views film, television or theater showings and discusses cultural content with peers and/or teacher. (Teacher may prepare multiple sound tracks to individualize listening material in conjunction with films.)
- Student participates in skits and plays and recites poetry.
- Student listens to guest speakers, comments and asks questions.

- Student listens to recordings of literary works and discusses meaning, style, purpose. He expresses his personal opinion and compares with other works.

Evaluation

- Distribute maps, give student a series of instructions, then inquire about the ultimate destination.

- Have student listen to a recorded newscast, shortwave radio broadcast or literary piece and answer questions on content.

- Have student retell the plot of a play, short story or novel or summarize a newspaper article using minimum notes or no notes.

- Have student listen to recorded interviews with several spoken styles, then paraphrase the speech sample into standard speech.

Reading

Learning Objectives: The student reads with comprehension brief narratives and selections from fables, short stories, newspapers, pamphlets and magazines which at first contain mainly active and passive vocabulary and grammar concepts already presented. He then begins to read in greater depth from these sources and does some selected reading from areas such as social studies or art. He reads from contemporary writers (fiction, bibliography, history and legends) directly in the target language. He recognizes idioms and begins to develop the skill of sensible guessing through use of grammatical and pragmatic context clues.

Suggested Activities

- Student infers meaning of words which are related to each other or English with materials prepared by the teacher. He also works with contextual and structural clues.

- Student paraphrases freely with intensive reading material containing a well-defined plot or action and answers simple questions to build active vocabulary. (Teacher may work up new vocabulary and structures before student reads. Teacher personalizes by asking student about objects, sizes, etc., in his own life which are related to those in the story.)

- Student reads extensively outside class materials con-

taining cognates, new vocabulary and structural items and through inference comprehends the main points.

- Student reports to the class the main ideas gleaned from outside reading in newspapers, magazines or graded readers on social customs, travel, geography.

- Student reads for pleasure with no request for reports short stories, plays or novels which are of specific interest to him rather than those of pure literary value.

- Student listens to tapes or records of literary works being read.

- Student views films related to literary works that have been read.

- At higher levels student discusses motivation, author's style and any symbolic significance the characters may have in the story. He gives physical description of characters in a story or drama followed by comments on thought patterns, preoccupations and interactions with others. He paraphrases next character's responses after teacher role plays opening lines of a drama.

Evaluation

- Have student read both question and answers and select correct option in a multiple-choice test in Spanish on reading material that combines familiar material in new ways.

- Have student do multiple-choice or true-false items on outside reading material.

- Have student summarize orally or in writing two or three pages of what he has read.

- Quote lines from material read and have student answer questions related to the lines.

Writing

Learning Objectives: The student writes in Spanish, utilizing basic vocabulary and grammatical structures already learned, sentences (and, later, paragraphs) of appropriate complexity. He communicates his thoughts in a manner suitable for summaries, compositions, essays, skits and dialogs with a minimum of errors in grammar, spelling and punctuation. He

takes lucid notes on both spoken and written material.

Suggested Activities

- Student writes out rejoinders and answers to structure drills after answering them orally.
- Student takes full dictation on recombined material.
- Student engages in directed writing, changing the familiar to the formal, the indicative to the subjunctive, etc.
- Student engages in directed composition, changing a letter to a dialog or directed discourse to indirect discourse.
- Student writes original short narrative using the same function words and structures as those copied in class.
- Student writes a brief composition that expresses the main idea of a topic about which he has read.
- Student writes a short composition based on a recent experience he has had with members of his family or with friends.
- Student takes notes in Spanish on reading material or lectures and writes summaries of same in Spanish.
- Student writes friendly letters in Spanish to friends, students, relatives or pen pals.
- Student writes business letters in Spanish, e.g., orders for magazines, books, realia; seeking employment; seeking school admission.
- Students prepare compositions before class, and during class divide into groups to exchange compositions for reading and correction.
- Students hand in compositions, teacher underlines the errors and returns papers to the students who in groups help each other with corrections. Teacher serves as a resource person.

Evaluation

- Have student take a dictation test on recombined or familiar material.
- Have student construct sentences after furnishing him

model sentences and sets of elements to be incorporated into similar sentences.

- Have student rewrite a short narrative in a different tense.
- Have student change a conversation into indirect discourse format.
- Have student write a description of a room, menu or person while viewing a picture or textbook illustration.
- Have student read a brief article in class, write a summary and hand it in at the end of the period.
- Have student submit a written summary of an article he has read outside of class.
- Have student write a composition based on a detailed outline you provide by asking questions on something they have just read.
- Have student submit an original compsition based on personal ideas or experiences.

Resource Materials

Basic:

A-LM: Spanish, Levels I, II, III, IV, Second Edition. Chicago, Illinois: Harcourt, Brace, Jovanovich, Inc.

El Español Por El Mundo, I-II: La Familia Fernández Program; Emilio en España Program. Chicago, Illinois: Encyclopedia Britannica Educational Corp.

Invitación Al Español, I-II: Usted y Yo; Nuestro Mundo. Indianapolis, Indiana: Macmillan Company.

Learning Spanish the Modern Way, Levels I, II, Galería Hispánica, Level III. Second Edition. Manchester, Missouri: McGraw-Hill Book Company (Webster Division)

Lengua Española Program, Primer Libro; Segundo Libro. Glenview, Illinois: Scott, Foresman and Company.

Supplementary: Gramática Española de Repaso, Second Edition. New York, New York: Odyssey Press.

Review Text in Spanish, First Year; Two Years; Three Years. New York, New York: Amsco School Publications, Inc.

SPANISH

Junior and Community Colleges

SPANISH (JUNIOR AND COMMUNITY COLLEGES)

PHASE I

Purposes

- To understand a native speaker of Spanish speaking at normal speed on subjects within the range of the student's experiences.
- To speak the Spanish language so that the students can be understood by a native Spanish speaker.
- To read with general understanding material within the student's experiences.
- To write whatever the students can say.
- To gain insight into the value system and behavioral patterns of Spanish-speaking peoples.

Learning Objectives: The specific learning objectives should be determined by the teacher based on the ability and interests of the students. The objectives are not necessarily sequential, but should serve as a guide to what should be mastered during Phase I of the target language. Time allotment should correspond to the ability of the individual student or class as a whole.

Oral Comprehension and Speaking

Students should have a command of the expressions needed for:

- Greetings and introductions
- Simple descriptions concerning family, relatives
- Statements about self (occupation, age, residence, etc.)
- Weather and seasons
- Numbers, dates, telling time
- Discussing school experiences (in a very basic manner)
- Statements concerning health

- Statements about parts of the body
- Shopping for clothing, toiletries, food
- Colors
- Directions and travel
- Ordering a meal
- Getting hotel accommodations
- Accepting invitations and participating in recreational activities

The student should be able to discuss any of the above in Spanish. He should also demonstrate the ability to respond to questions asked by the teacher in the language and be able to carry on simple conversations with his fellow classmates and/or the teacher.

Grammar

Great care should be taken in this area. Correct usage of grammar is an important tool for creativity in the target language. Mastery of grammatical concepts should be demonstrated in both speech and writing. Some important grammatical elements the student should know are:

- Tenses: present, preterite, imperfect, future, conditional, present and past perfect
- Word order: questions, statements
- Negation, concept of multiple negatives in one sentence
- Command forms
- Mood: indicative and subjunctive, tenses of the latter
- Ser and estar, conocer and saber, por and para, etc.
- General idea behind the use of gustar and the indirect object pronoun
- Pronouns: subject, direct and indirect object, reflexive, prepositional; position of pronouns in statements and commands, affirmative and negative
- Position of adjectives

- Comparison of adjectives and adverbs
- Use of the personal a

Writing

Writing exercises should be given based on the vocabulary and grammar that are covered in Phase I of the instructional program. The student should be able to do the following:

- Write accurately sentences dictated by the teacher
- Respond to questions asked orally in Spanish by writing a correct answer in Spanish
- Give Spanish equivalents of English sentences
- Summarize a short dialogue or reading in about five correct sentences

Reading

In Phase I students should begin to build up their passive vocabulary and develop the skill of sight reading. When possible, in addition to being able to read any materials that have been learned audio-lingually, the student should be able to read simple graded readers or collections of recombined materials that correspond to the student's mastery level in the language. Reading material should include a cultural content. The student should be able to do the following:

- Respond in Spanish (orally or in writing) to simple questions in Spanish based on reading content
- Discuss or summarize in English the more complex ideas or issues raised in a selected story or chapter

Cultural Goals and Activities

Students will develop the cultural understanding, ability and attitudes needed to function appropriately within the society of the target language. They will understand the language and culture. Students should be able to demonstrate acquaintance with the following in classroom situations. At first this may be done in English. Once a degree of fluency is achieved, this should be done in Spanish.

- Demonstrate socially acceptable behavior in conventional

situations and react appropriately in linguistic and kinesic (body language) form involving greetings, introductions, leave-taking, dating, invitations, the use of tú and usted.

- Recognize and demonstrate those gestures that typically accompany thanking, condolences, displeasure, apologies, impatience, enthusiasm, anger, and other common situations that might cause cross-cultural misunderstandings.

- Demonstrate understanding of how social institutions affect each other and how in turn they affect the people in the target language, e.g., family, church, government, and the basic idea of the school systems and the present political situations in the family of Spanish-speaking countries.

- Demonstrate interest in adjusting to cultural differences and a willingness to behave appropriately within the society of the target language. Examples: meal or food preferences, eating habits (the large meal at midday and a smaller one rather late at night); social significance of the "café;" importance of the fine arts to the average Spaniard.

Evaluation

- Daily:
  - Oral or brief written quizzes on vocabulary, answers to questions, true-false items, multiple-choice items, matching.

- Periodic:
  - Tests which accompany the textbook.
  - Teacher-made tests to evaluate certain learnings, e.g., verbs, pronouns, sentence structure.
  - Oral conversations between students or between teacher and student based on material learned.
  - Dictations based on cultural material read.

PHASE II

Learning Objectives

- To reinforce the students' knowledge of basic grammar through a review of grammar learned in Phase I. Approximate time--3-4 weeks.

- To recognize, formulate and use effectively the subjunctive in all of its forms. Approximate time--6-8 weeks.

- To further improve sentence structure through knowledge of all the grammar essential to good sentence structure. Approximate time--5-6 weeks.

- To continue to improve pronunciation through extensive oral practice.

Suggested Activities

- Review of formation of all tenses in the indicative mood

- Review of basic sentence structure, emphasizing the placement of object pronouns and interrogative word order

- Review of all special items learned in Phase I, such as the personal a, numbers, telling time

- Use of verbs in the present and imperfect subjunctive

- Formation of compound tenses in the subjunctive

- Recognition and application of the subjunctive

- Special uses of the definite and indefinite articles

- Review of uses of por and para, ser and estar, comparison of adjectives and adverbs

- Relative pronouns

- Passive voice and use of reflexive for the passive

- Augmentatives and diminutives

- Formation of adverbs

- Absolute superlatives

Mastery Levels

Phase II is devoted primarily to the reinforcement and refinement of basic sentence structure through extensive study and repetition of correct models involving essential points of grammar. During this phase the students learn to be more comfortable in the expression of basic sentences in their various syntactical forms. The specific types of mastery

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sought are:

- To imitate correctly the rhythm and intonation patterns of model sentences.
- To correctly rephrase models according to cues given by the teacher.
- To give Spanish equivalents of English sentences involving the points of grammar being studied.
- To change sentences from one tense to another with accuracy and speed.
- To write simple paragraphs based on personal experiences involving as much as possible the points of grammar being studied.
- To answer or initiate questions using the various tenses with smoothness and accuracy on any topic that involves familiar vocabulary.
- To read and comprehend with accuracy any reading selection which involves the tenses, moods, and other grammatical structures studied.

Suggestions for Achieving Mastery

Many of the student activities during Phase II will be centered around a review grammar and workbook. The activities may be on a class, small group or individual basis.

- Pronounce vocabulary and idiomatic expressions.
- Use vocabulary and idiomatic expressions in a meaningful context both orally and written.
- Read the cultural material in the unit, and formulate and answer questions about it in Spanish.
- Manipulate the oral drills in the unit either with the teacher or other members of the class.
- Listen to tapes either commercially or teacher prepared which are based on the unit being studied.

Suggestions for Group and Individual Work

- Pronounce the lexical items and allow for group and individual repetition.
- Illustrate the various points of grammar being taught

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through examples and analysis. If possible, use transparencies, pictures, slides, etc.

- Supplement the oral drills in the text to provide more adequate exercises.

- Engage the students in question and answer sessions dealing with the cultural material in the unit. Provide opportunities for discussion of cross-cultural similarities and differences. When possible, personalize the situations.

- Evaluate student progress through both oral and written tests.

- Show movies and slides related to cultural material being studied. These should be accompanied by questions which will elicit vocabulary and sentence structure that the student is familiar with and which he can handle.

Evaluation

Evaluation is constantly in progress in the language class. Each time a student recites or reads the teacher has an opportunity to evaluate either formally or informally. If formal testing is to take place in this way, a point system of 0-4 or 0-5 may be devised and scaled according to:

- correctness

- speed

- pronunciation

- intonation

Unit tests should be given at the completion of each unit or upon completion of every two or three units, depending on size and content.

Short quizzes on grammatical or cultural items should be given as often as necessary. Care should be taken, however, not to make tests the focal point in the language class. The emphasis should be on the student's language learning and his growth in the areas of listening, speaking, reading and writing. Whenever language laboratories are available, there is much more flexibility in the evaluation of the listening and speaking skills.

Resource Materials for Phases I and II

Because of the great variety of materials available, the choice

of specific items must be left to the individual teacher. The following are some selected resources:

Basic:

Beginning Spanish: A Concept Approach--Sacks da Silva, Zenia. New York, N.Y.: Harper and Row, Publishers, 1963.

Spanish Review Grammar--Cioffari, Vincenzo and González, Emilio. 3rd ed. Lexington, Mass.: D.C. Heath and Company, 1972.

Rumbos de España--Peña, Hilario S. New York, N.Y.: Holt, Rinehart and Winston, Inc., 1971.

Supplementary:

A-LM, Level II

Modern Spanish

Español a lo Vivo

Graded Spanish Readers

Bantam's First Spanish Reader--Edited by Angel Flores

Films:

Vistas de España (Pasatiempos Españoles; De Compras)

Tapes:

Tapes which accompany Spanish Review Grammar, A-LM (II), and Modern Spanish.

ADVANCED SPANISH CONVERSATION

Purposes

- To develop further the basic skills of listening comprehension, speaking, reading and writing with special emphasis on the spoken language.
- To develop the ability to apply subtle Spanish grammar concepts in a free, spontaneous manner when expressing one's ideas.
- To develop the ability to understand the meaning of gestures the student sees in Spanish-speaking cultures or in films made in Spanish-speaking countries and to use appropriate gestures to convey his ideas in the Spanish language.
- To develop an awareness of unique features in the Spanish-speaking cultures and the ability to understand their values, themes and concepts as a means of evaluating the Spanish-speaking cultures objectively and on their own merits rather than from the standpoint of Anglo-American culture. In Spanish-speaking countries the student should be able to react as a native.

Content

This is not an exhaustive list but what is considered minimal. There is no fixed order in which to present the items, since any of them could be treated at any time during the course. A resourceful instructor should be on the alert to take advantage of any situation that arises in class or in the particular reading of the day, in the conversations, questions, etc., to point out the similarities, if any, or the differences in the two cultures. All culture items should be interspersed during the regular class each day and not relegated to a certain day of the week. Whenever possible each new situation should be "dramatized," i.e., acted out by the students themselves. Speech should be accompanied by proper gestures.

- Spain
    - Physical and political geography--regions, cities, population
    - History of Spain
        - The early period and the achievement of national unity

- The rise and fall of the Spanish Empire
- Spain in the twentieth century

- Literature of Spain
  - The early period
  - The Golden Age
  - The Modern Age
- Fine arts--music, painting, architecture
- Science, commerce, industry, agriculture
- The Spanish language

- Hispanic America
  - Physical and political geography--regions, cities, climate
  - Population, races, social classes
  - Agriculture, industries and commercial development
  - Science, education, religion, Pre-Columbian Indian cultures
  - Fine arts--dance, music, painting, architecture, theater
  - History
    - From the Pre-Columbian Era through the Colonial Period
    - The struggle for independence
    - Independent life
    - Contemporary revolutionary movements
  - Special and characteristic features of countries of Latin America--Mexico, Central America, Cuba, Puerto Rico, The Dominican Republic, Argentina, Brazil, Venezuela, Colombia, Peru, Bolivia, Ecuador

<u>Gestures or Body Language</u>

- Ways of life, customs, ethnic composition of society,

social classes, the "elite minorities," trades and professions

- Education, religion (Catholicism and other religions)
- The Spanish-speaking family--courtship, marriage, divorce, civil and religious marriage, birthdays, family parties, formal dances
- Entertainment: religious and local and national festivities, national heroes and personalities, sports
- Clothing and native costumes
- Shopping, meals, food, beverages
- Monetary units
- Machismo
- Death, mourning, cemeteries

Basic Grammatical Items

Those included in the preceding phases and the most difficult grammar details representing the exceptions and subtleties of the language.

Resource Materials

Basic: GALERÍA HISPÁNICA--Lado, Robert, Adey, Margaret, et.al. 2d ed. New York, N.Y.: McGraw-Hill Book Co., 1971.

TEMAS Y DIÁLOGOS--Altabé, David F. New York, N.Y.: Holt, Rinehart and Winston, Inc., 1970.

MODOS DE VIVIR--Un Observador Español en los Estados Unidos--Marías Aguilera, Julián. Edited by Edward R. Mulvihill and Roberto G. Sánchez. New York, N.Y.: Oxford University Press, Inc., 1964.

SPANISH READINGS FOR CONVERSATION--Dobrian, Walter A. and Jeffers, Coleman R. Boston, Mass.: Houghton Mifflin Company, 1970.

CORONA DE SOMBRA, Pieza anti-histórica en tres actos --Usigli, Rodolfo. Edited by Rex Edward Ballinger. New York, N.Y.: Appleton-Century-Crofts, Inc., 1971.

Supplementary:

HISTORIA DE LA CULTURA HISPANOAMERICANA--Edited by Agnes Marie Brady. New York, N.Y.: The Macmillan Co., 1966.

LA NAVIDAD-- Brady, Agnes Marie and Márquez de Moats, Margarita. Skokie, Ill.: National Textbook Co.

CANCIONES DE NAVIDAD--Compiled and adapted by Ina W. Ramboz and D. S. de Madrid. Lincolnwood, Ill.: National Textbook Corp., 1965.

BOSQUEJOS DE MÉXICO Y CENTROAMERICA--Vocolo, Joseph M. and Miyares, Enrique H. New York, N.Y.: Holt, Rinehart and Winston, Inc., 1972.

PANORAMA DE LAS AMÉRICAS--Crow and Crow, 4th ed. New York, N.Y.: Holt, Rinehart and Winston, Inc., 1972.

HISPANOAMÉRICA MODERNA--Richard, Frederick S. New York, N.Y.: Harcourt Brace Jovanovich, Inc., 1972.

MEXICO: CIVILIZACIONES Y CULTURAS--Leal, Luis. Revised Edition. Boston, Mass.: Houghton Mifflin Company, 1971.

VERANEO EN MÉXICO--Waldorf, Paul D. New York, N.Y.: Dodd, Mead and Co., Inc., 1971.

HISTORY OF INDOAMERICAN LITERATURE--Arias Larreta, Abraham. Books I and II. Kansas City, Mo.: Editorial Indoamérica, The New World Library, 1964.

SOL Y SOMBRA, Lecturas de Hoy--Pimsleur, Paul. New York, N.Y.: Harcourt Brace Jovanovich, Inc., 1972.

HISTORY OF LATIN AMERICAN CIVILIZATION: SOURCES AND INTERPRETATIONS--Hanke, Lewis. 2d ed. Boston, Mass.: Little, Brown and Co., 1973.

EXCELSIOR, daily newspaper. México, D.F.

VANIDADES, monthly magazine.

EL SOL, HOY DÍA, ¿QUÉ TAL? (magazines published monthly). New York, N.Y.: Scholastic Magazines, Inc.

"YA VAMOS" (Film series by Holt, Rinehart and Winston)

- A México
- A Chapultepec
- Al Desfile
- A Toledo
- Al Escorial

Filmstrips and tapes: Don Quijote de la Mancha, El Cid Campeador, Los Reyes Católicos, Hernán Cortés, Cristóbal Colón, Francisco Pizarro--Gessler Publishing Co., Inc., New York.

Flags--Gessler Publishing Co., New York.

Physical and political maps--Spain, North, South and Central America. Denoyer-Geppert Company, Chicago, Illinois.

IBEROAMÉRICA, su historia y su cultura--Castro, Américo. 4th ed. New York, N.Y.: Holt, Rinehart and Winston, Inc., 1971.

LA VIDA ESPAÑOLA--Marín, Diego. 3rd ed. New York, N.Y.: Appleton-Century-Crofts, 1970.

DON QUIJOTE DE LA MANCHA--Cervantes Saavedra, Miguel de. Barcelona, España: Editorial Ramón Sopena, S.A., 1967.

Evaluation (Sample Test Items)

I. Directions: A series of Spanish paragraphs and a question dealing with each of them will be read aloud to you. After hearing each paragraph, you will read the same question on your examination paper, together with four possible answers. Select the option that correctly answers the question on the basis of the passage.

A. ¿Cómo es que decidieron comprar un auto los señores Rojas?

1. Tenían mucho dinero.
2. No habían podido economizar mucho.
3. No estaban satisfechos de su modo de viajar.
4. El auto que tenían era muy viejo.

B. ¿De qué se quejaba el hombre?

1. del dolor que sufría
2. de tener poco dinero
3. de tener que pagar demasiado
4. de tener que esperar tanto tiempo

Reading passages: Not seen by the student. To be read aloud by the examiner.

A. ¿Cómo es que decidieron comprar un auto los señores Rojas?

Una mañana los señores Rojas decidieron ir a comprar un auto. No habían podido economizar mucho dinero, pero estaban cansados de andar o viajar en el autobús por la ciudad y el campo.

B. ¿De qué se quejaba el hombre?

El dentista pidió diez dólares a Don Ramón por la extracción de un diente.
--¿Cómo es posible--dijo Don Ramón--que usted me pida tanto dinero por sólo cinco minutos de trabajo?
--Bueno--contestó el dentista--si usted quiere, puedo tardar una hora.

II. Directions: I will now ask a series of . . . questions in Spanish. I will pause while you write a suitable and grammatically correct answer in Spanish. I will not repeat any part of any question. Be sure to answer in complete Spanish sentences. Do not write any of the questions. Thus if you were asked, "At what time did you get up this morning?" you would answer, "This morning I got up at seven o'clock." If you wish, you may write your answer on scrap paper now. You will have time at the end of this part to recopy your answers in the spaces provided in the separate answer booklet. If I said, "¿A qué hora se levantó Ud. esta mañana?" you would answer "Esta mañana me levanté a las siete."

I will now read the first question:

A. Si Ud. trabajara los domingos, ¿cuánto dinero ganaría por hora?

B. ¿Cómo piensa Ud. pasar las vacaciones este verano?

III. Directions: After each of the following passages, you will find . . . questions or incomplete statements. Each statement or question is followed by four possible answers. Select the correct answer in each case.

Rasgó la oda, o elegía, que era lo más decente que podía hacer en servicio de la patria. Cuando vinieron el Alcalde, el síndico y varios regidores a recoger los versos, pusieron el grito en el cielo al ver que

Ricardo los había dejado en blanco. Hubo alusiones embozadas a lo de la secretaria, y tanto pudo el miedo a perder la esperanza del destino, que el chico de Potosí tuvo que obligarse a substituir (terrible vocablo para él) los versos que faltaban con un discurso improvisado, de los que él sabía pronunciar tan ricamente como cualquiera.

A. Después de haber escrito los versos, Ricardo

1. los hizo pedazos
2. los echó a la basura
3. se los dio al alcalde
4. los envió fuera de su patria

B. Los funcionarios fueron dejados

1. con el dinero
2. sin el tiempo
3. plantados
4. en el cielo

C. En cuanto a lo de la secretaria, dieron (o hicieron)

1. consejos
2. ideas
3. órdenes
4. insinuaciones

D. Desafortunadamente el joven se vio obligado a coger los versos y

1. quemarlos
2. reemplazarlos
3. repasarlos
4. borrarlos

E. Para dar arengas, tenía el chico de Potosí mucha

1. destreza
2. debilidad
3. nerviosidad
4. gratitud

IV. Directions: Select the number of the word or expression that best completes each of the following statements:

A. El baile que expresa el sentimentalismo y el humorismo de los habitantes de Cataluña se llama

1. la sardana
2. la jota
3. el vals
4. el fandango

B. La fuerza dominante en la vida del pueblo hispano es

1. lo mecánico
2. lo religioso
3. lo teatral
4. lo científico

C. La cultura que existía en Guatemala y que estaba muy avanzada en la astronomía y las matemáticas es la

1. inca
2. maya
3. araucana
4. chibcha

D. El día de la Raza se celebra en honor de

1. Simón Bolívar
2. Benito Juárez
3. Cristóbal Colón
4. José Martí

E. En la paella valenciana entre los ingredientes principales hay

1. garbanzos
2. arroz
3. frijoles
4. lechuga

V. Directions: Read each sentence carefully. Select the choice that best completes the sentence. Circle the number.

A. El hombre no sabía si el cartero

1. vino
2. vendrá
3. viniera
4. vendría

B. Quiero que Ud.

1. me lo dé
2. me lo diere
3. me la da
4. déselo

C. No desea ir a Chile . . . Perú.

1. sino que
2. sino
3. porque
4. pero

D. . . . noche miro la televisión.

1. En
2. De
3. Para
4. Por

E. . . . a mí, porque no quiero saberlo.

1. No se lo diga
2. Dígamelo
3. No nos lo diga
4. No me lo diga

F. Es posible que Estela . . . a Roberto.

1. sepa
2. conoce
3. sabe
4. conozca

VI. Directions: Write in Spanish in connected paragraph form an account for your friend of what you have been doing since he left your house this morning and what your plans are for the rest of the day.

A. What time you got up this morning
B. What you had for breakfast
C. That you stayed home until noon
D. . . . . etc., etc.

VII. Directions: Now we are going to converse exclusively in Spanish for ten minutes. You are an American tourist who has taken a cab in order to visit the most interesting places in the city of "Sin Nombre" in Venezuela. On one of the many stops you make on the trip, you wish to pay for the refreshments you have just had when you discover that you have lost your billfold and that you do not have a red cent on you. With complete sentences explain this embarrassing situation to the cab driver, ask him for some money to pay for the refreshments, then ask him to take you to . . . and to . . . and then to . . . At first the driver will not believe you. Try to convince him with eloquent phrases. Then he lends you the money but bursts into laughter, etc.

I will take the role of the cab driver. Now begin. Use your imagination and speak in Spanish only.

Terminal Objectives

The student will be able to reorganize familiar vocabulary and grammatical forms and to apply them to new situations and to everyday situations, such as the home, meals, shopping, travel, amusements, and other phases of life, using pronunciation, gestures and intonation in a manner acceptable to a native speaker.

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